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content of the definitions of geometry before they are encountered in the formal work, thus avoiding the simultaneous appearance of too many difficulties in the beginning that tend to discourage the pupil.

The subject is vitalized through the use of a considerable number of good applied problems. A slight use is made of the suggestive method in the treatment of theorems. Through assumptions and practical measurements some of the traditional difficulties of the subject are eliminated. Use of the theory of limits in the proofs of incommensurable cases of theorems and the theorems on the circle is avoided through assumptions and practical measurements. The trigonometric functions are introduced in connection with similar figures.

A possible criticism of the text is its large size—332 pages (some texts contain only a little over 200 pages), and the wealth of details that may tend to becloud the essentials of the subject in the pupil's mind.

Complete School Algebra. By HERBERT E. HAWKES, WILLIAM A. LUBY, and FRANK C. TOUTON. Boston: Ginn & Co., 1912. Pp. xii+507. $1.25.

The *Complete School Algebra* includes in a single volume, with the necessary adaptation and abridgement, all the material of the *First Course in Algebra* and the *Second Course in Algebra* by the same authors with which teachers of mathematics generally are familiar. It is designed for those schools which find a one-book course suited to their needs.

The first twenty-three chapters contain the work usually done in the first year of the average high school. Following these is review material, each topic covered in the first part of the book being given a broader and more advanced treatment. New matter is introduced throughout, and many new applications are given in order to make a fresh and inviting appeal to the student. In the remaining chapters those advanced topics are presented that are required for college entrance and are taught in the average high school.

Through the problem material algebra is correlated with arithmetic, geometry, and physics, as is true of most of the new texts. Teachers will appreciate the problems in this book. It is encouraging to see that the so-called "informational problems," manufactured from tables of statistics, problems that are of little interest to boys and girls, that are unreal and give the pupil an erroneous idea of modern business methods, are conspicuously absent from the text.